



THE BIRKENHEAD PARK SCHOOL

Pupil premium strategy statement - The Birkenhead Park School

1. Summary information					
School	The Birkenhead Park School				
Academic Year	2017-18	Total PP budget	£347,820 (provisional)	Date of most recent PP Review	-
Total number of pupils	561	Number of pupils eligible for PP	372	Date for next internal review of this strategy	Half termly

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Grade 4+ in English and Maths	36%	Not yet known
% achieving EBac (Grade 5+)	5.3%	Not yet known
Progress 8 score average	-0.84	Not yet known
Attainment 8 score average	34.99	Not yet known

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Reading ages significantly below chronological age for a significant number of students on entry to the school
B.	Writing skills are under-developed, resulting in a lack of ability to structure effective writing
C.	Numeracy skills are under-developed for a significant number of students on entry to the school
D.	Many students lack resilience, self esteem and aspiration which is a barrier to them securing the best possible grades
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Long-standing history of poor attendance for some students, tracked back to primary school	
F.	Parental engagement with school is lacking for some students	
G.	Other wide-ranging, external factors affecting many families e.g. mental health issues, social care involvement, high levels of deprivation	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved reading ages in KS3	<ul style="list-style-type: none"> • Gap between reading age and chronological age of students closes
B.	Improved writing skills in all year groups	<ul style="list-style-type: none"> • Students in Y11 achieve improved standards of writing in GCSE English • Progress data and work scrutiny across subjects confirm that students are making improved progress over time in writing skills
C.	Improved numeracy skills in all year groups	<ul style="list-style-type: none"> • Progress data and work scrutiny and confirm that students are making good/outstanding progress over time in numeracy skills
D.	Students develop greater resilience, self esteem and aspiration	<ul style="list-style-type: none"> • Feedback from students confirms that the school is helping them to become more resilient, confident and ambitious • Internal QA and staff feedback confirm a positive difference to students' ability and aspiration to achieve in school • External inspection comments positively on the school's development of students' resilience, self esteem and aspiration • Progress data confirms that students are making good/outstanding progress over time

E.	Improved attendance for disadvantaged students across all year groups	<ul style="list-style-type: none"> Attendance rates for PP students are closer to national attendance rates for other students Number of Persistent Absentees amongst PP cohort is reduced
F.	Improved rates of progress for disadvantaged students across all year groups	<ul style="list-style-type: none"> PP students achieve rates of progress that are closer to other students nationally Work scrutiny confirms that PP students are making good/outstanding progress over time in acquiring the relevant skills, knowledge and understanding PP students can articulate how well they are doing and what they need to do to improve in order to acquire the relevant skills, knowledge and understanding

5. Planned expenditure

Academic year	2017-18: Pupil Premium Allocation £ 347,820 (provisional figure)
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved reading ages in KS3	Accelerated Reader embedded in English curriculum and accessed by all students in KS3.	AR has been successful in previous years in improving reading ages for students and it is critical that all students are confident readers to be able to access the curriculum. (EEF Reading Comprehension Strategies + 5 months)	<ul style="list-style-type: none"> Led and managed by HOF Regular QA by HOF DHT/HOF line management meetings 	FRA	<ul style="list-style-type: none"> LP reviews (4 per year) to track progress Twice yearly review of reading age data Work scrutiny as per QA schedule

Improved writing skills in all year groups	Development and implementation of 5-year spiral English curriculum to ensure successful acquisition of effective writing skills	In order to develop effective writing skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year.	<ul style="list-style-type: none"> • 5-year plan informed by National Curriculum requirements and exam board demands • PiXL membership to add external expertise • LP review meetings to check progress • Links with other schools for external validation • Lesson observation and work scrutiny 	FRA	<ul style="list-style-type: none"> • Half termly LP reviews • Work scrutiny as per QA schedule
	Learning Programmes in all subjects address the development of extended writing in line with the increased demands of new GCSEs	Students need to develop the skills of constructing longer answers under timed conditions in order to make maximum progress across all subjects	<ul style="list-style-type: none"> • 5-year plan informed by National Curriculum requirements and exam board demands • LP review meetings to check progress • Lesson observation and work scrutiny 	MEE/HON	<ul style="list-style-type: none"> • Half termly LP reviews • Work scrutiny as per QA schedule
Improved numeracy skills in all year groups	Implementation of 5-year spiral Maths curriculum to ensure successful acquisition of effective numeracy skills in KS3	In order to develop effective numeracy skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year in KS3.	<ul style="list-style-type: none"> • 5-year plan informed by National Curriculum requirements • Director of Maths to oversee implementation • PiXL membership to add external expertise • LP review meetings to check progress • Links with other schools for external validation • Lesson observation and work scrutiny 	PB/CLA	<ul style="list-style-type: none"> • Half termly LP reviews

	Implementation of Ark Maths Mastery programme in KS3	Teachers will develop their skills to explore mathematical concepts in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.	<ul style="list-style-type: none"> • Wirral maths hub meetings to share expertise • Termly visits from Maths Mastery • Lesson observation and work scrutiny • LP review meetings to check progress 	CLA	<ul style="list-style-type: none"> • Half termly LP reviews • Work scrutiny as per QA schedule
Improved rates of progress for disadvantaged students across all year groups	Effective Learning Programmes in place for all subjects to ensure successful development of skills, knowledge & understanding and appropriate challenge	Effective medium term planning will support the development of SKU over time and will ensure effective differentiation for students of all abilities. LPs will ensure clarity of purpose and appropriate challenge.	<ul style="list-style-type: none"> • DHT/HOF line management meetings • Lesson observation and work scrutiny • LP review meetings 	MEE	<ul style="list-style-type: none"> • Half termly LP reviews
	Whole-school drive to develop and implement regular and effective marking and feedback to students in books.	Evidence from a wide range of sources including John Hattie and EEF confirms that high quality teacher feedback is effective in maximising student progress. (EEF Feedback + 8 months)	<ul style="list-style-type: none"> • DHT/HOF line management meetings • Lesson observation and work scrutiny • LP review meetings • Weekly CPD sessions 	DAD	<ul style="list-style-type: none"> • Work scrutiny as per QA schedule
	Half termly assessment and review of student progress across all subjects in KS4 (4 times per year in KS3).	Robust assessment and reliable data will result in students at risk of underperformance being identified immediately so that appropriate intervention can be implemented.	<ul style="list-style-type: none"> • DHT/HOF line management meetings • Calendared faculty moderation • LP review meetings – data and actions • External moderation with other schools 	MEE	<ul style="list-style-type: none"> • Half termly LP reviews

	Whole-school drive to improve T&L and ensure effective Questioning, development of oracy and challenge in lessons.	Student outcomes will improve with consistently effective teaching. Questioning and developing oracy have been identified as areas for development and improving these will have a high impact on student progress.	<ul style="list-style-type: none"> • DHT/HOF line management meetings • 2 x AHTs to lead on T&L • HOFs weekly meetings to share good practice/ideas • CPD programme • Lesson visits and peer observation • Student surveys • Support from Weatherhead Teaching School 	HON	<ul style="list-style-type: none"> • Lesson visits and peer observation as per QA schedule
	Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed.	Students cannot learn effectively if there are social and/or emotional barriers to learning. Pastoral staff will address these proactively to ensure a conducive learning environment in lessons. (EEF Social & Emotional learning + 4 months) (EEF Behaviour interventions + 4 months)	<ul style="list-style-type: none"> • Pastoral line management meetings • FTs to address daily in tutor time and refer to pastoral staff • Staff briefings to regularly re-visit key messages • Regular contact with families to promote parental engagement in student progress 	WEK	<ul style="list-style-type: none"> • Daily readiness to learn • Half termly pastoral reviews
	Implementation of PiXL strategies and resources to maximise student progress.	PiXL strategies and resources support quality first teaching, assessment and intervention to improve student outcomes.	<ul style="list-style-type: none"> • DHT/HOF line management meetings • Lesson observation and work scrutiny • LP review meetings 	MEE	<ul style="list-style-type: none"> • Half termly LP reviews
	Additional staffing in English and Maths to create smaller group sizes in Year 11.	Smaller class sizes will allow teachers to focus more effectively on foundation or higher topics in Y11 to prepare students effectively for exams. (EEF Reducing Class Size + 3 months)	<ul style="list-style-type: none"> • LP review meetings to monitor progress of each class • Lesson observation and work scrutiny 	MEE	<ul style="list-style-type: none"> • Half termly LP reviews

	Additional hour of Maths teaching each week for all Y11 students (P5 Wednesday) and additional curriculum time in KS3.	Additional curriculum time will support students in developing the deeper understanding of mathematical concepts required for the demands of the new GCSE exam. (EEF Small group tuition +4 months)	<ul style="list-style-type: none"> • LP review meetings to monitor progress of each class • Lesson observation and work scrutiny 	PB	<ul style="list-style-type: none"> • Half termly LP reviews
	Intervention programme in Y11 to secure effective preparation for final GCSE exams	Focused intervention prior to final exams to complement KS4 lessons will provide students with the final boost necessary to ensure that they are well prepared in SKU and exam technique. (EEF Small Group Tuition + 4 months)	<ul style="list-style-type: none"> • DHT to implement full intervention timetable in line with exam schedule • DHT/HOF line management meetings • Pastoral support for attendance • Parent communication 	MEE	<ul style="list-style-type: none"> • Daily to monitor attendance and engagement (May/June 2018)
	KS3 Independent Study	Focused homework club	<ul style="list-style-type: none"> • DHT line manage Student Progress Manager 	MEE	<ul style="list-style-type: none"> • Weekly monitor attendance and engagement
	Whole school positive recognition strategy	Whole school recognition strategy when applied consistently has demonstrated to improve outcomes for students	<ul style="list-style-type: none"> • DHT has oversight band line managers Student Progress manager 	MEE	<ul style="list-style-type: none"> • Weekly and HT termly analysis

	To raise student aspirations through visits to employers, higher education and university	<p>Visits to universities provide pupils with the opportunity to engage in degree taster sessions, raising aspirations and creating a positive mind-set regarding higher education.</p> <p>Pupils are provided with information on potential routes into university, and the career paths they can follow.</p>	<ul style="list-style-type: none"> DHT has oversight and line manages Achievement Mentor 		<ul style="list-style-type: none">
Total budgeted cost					£215,500
<p><u>Impact</u> <u>Autumn Term 2017-2018</u></p> <p>Evidence of Improved reading ages – MCm Data Year 7 LP2 English and Maths data Learning Programmes and book Scrutiny – Data from DAW Assessment data for disadvantaged students LP2 Attendance Impact - Data HT2 Intervention Programme – VOC subjects. Improvements. Case Study Impact of Y7 Homework Club – case study/ student voice Impact of recognition strategy – Termly data / Case Study / Student Voice</p>					
ii. Targeted support					
Desired outcome					

Improved reading ages in KS3	Phonics provision in place for weakest readers in Y7 and Y8	A small number of students in KS3 cannot make progress across the curriculum due to a failure to grasp the basics of learning to read at primary school. (EEF Phonics + 4 months)	<ul style="list-style-type: none"> Led and managed by Head of English Recognised phonics provision, proven to have impact LP reviews to track progress Lesson observation and work scrutiny 	FRA	<ul style="list-style-type: none"> Half termly LP reviews Twice yearly reading age testing
	TA support in English for lower ability readers	Although costly, the deployment of TAs to support reading development with specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month)	<ul style="list-style-type: none"> SENCO/TA line management and deployment plan LP review meetings to track progress of SEN students in reading Lesson observation and work scrutiny 	WEK	
Improved writing skills in all year groups	Targeted intervention in English where underperformance in writing is identified e.g. small group tuition, after-school classes	Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months)	<ul style="list-style-type: none"> DHT/HOF line management meetings LP review meetings to check progress 	FRA	<ul style="list-style-type: none"> Half termly LP reviews
Improved numeracy skills in all year groups	TA support in Maths for lower ability groups of students	Although costly, the deployment of TAs to support specific students and small groups with numeracy has been successful in recent years. (EEF Teaching Assistants + 1 month)	<ul style="list-style-type: none"> SENCO/TA line management and deployment plan LP review meetings to track progress of SEN students in numeracy Lesson observation and work scrutiny 	WEK	<ul style="list-style-type: none"> Half termly LP reviews

Improved rates of progress for disadvantaged students across all year groups	Holiday classes for identified students at risk of underperforming in GCSE/BTEC subjects.	Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months)	<ul style="list-style-type: none"> DHT/HOF line management meetings LP review meetings to check progress 	MEE	<ul style="list-style-type: none"> Half termly LP reviews Annual review of outcomes
	Intervention sessions at lunchtime and after school for students at risk of underperforming in GCSE/BTEC subjects.			MEE	
	Deployment of TAs to support SEN students in making maximum progress.	Although costly, the deployment of TAs to support specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month)	<ul style="list-style-type: none"> SENCO/TA line management and deployment plan LP review meetings to track progress of SEN students Lesson observation and work scrutiny 	WEK	<ul style="list-style-type: none"> Half termly LP reviews
	Year 11 Lowest 30 PP mentoring	Raise ambition and aspiration.	<ul style="list-style-type: none"> Pastoral staff – focused HT mentoring programme 	MEE	<ul style="list-style-type: none"> Half termly LP review Fortnightly Intervention meeting
Total budgeted cost					£46,000

Impact
Autumn Term 2017-2018

Year 7 English tutor time intervention
TA support – Impact Case study from student
Impact of after school English sessions – Student case Study
Impact of intervention Voc subjects / Pastoral or academic mentoring

iii. Other approaches

Desired outcome					
Improved attendance for disadvantaged students across all year groups	Team of dedicated pastoral staff focused on improving attendance: <ul style="list-style-type: none"> • Implement more effective, efficient and accurate daily attendance systems to take the attendance register and respond to first day absences 	A relentless and swift daily focus on monitoring attendance is required in order to ensure that students attend school regularly.	<ul style="list-style-type: none"> • Associate Assistant Headteacher leads this strategy • Pastoral line management meetings to monitor impact • Reviews of daily attendance data to ensure immediate school response 	WEK	<ul style="list-style-type: none"> • Half termly pastoral reviews
	Provide targeted support to students and families as an early intervention prior to the establishment of long-term patterns of non-attendance through: <ul style="list-style-type: none"> • Cohort approach • Pastoral mentoring 	Enabling key staff to focus on a specific cohort of students within their year group(s) has proven to be an effective strategy in raising attendance.	<ul style="list-style-type: none"> • Pastoral line management meetings 	WEK	

	<ul style="list-style-type: none"> Implementing “barriers to attendance” strategies 				
	<p>Extend multi-agency support and individualised support for students and families in red and pink cohorts through:</p> <ul style="list-style-type: none"> Implementing “barriers to attendance” strategies New line management system for Safeguarding Officer/EWO roles Application of WSCB thresholds Risk management meetings to escalate stuck cases 	<p>Due to the school’s context, dedicated staffing is required to ensure that the most vulnerable students are supported to attend school regularly.</p>	<ul style="list-style-type: none"> Pastoral line management meetings to direct caseload effectively 	WEK	
	<p>Daily breakfast club to encourage punctuality and improve attendance.</p>	<p>This provides a safe haven for many students at the start of each day and enables them to access breakfast.</p>	<ul style="list-style-type: none"> Pastoral line management meetings 	WEK	<ul style="list-style-type: none"> Half termly pastoral reviews
	<p>Free transport for vulnerable Y7 students.</p>	<p>This provision ensures that the most vulnerable students arrive at school safely and on time each day.</p>	<ul style="list-style-type: none"> Pastoral line management meetings 	MEE	<ul style="list-style-type: none"> Half termly pastoral reviews
<p>Students develop greater resilience,</p>	<p>Launch and embed school’s new values of positivity, ambition,</p>	<p>All students need to be clear about the school’s values and expectations and how these can help them to achieve better outcomes.</p>	<ul style="list-style-type: none"> Weekly assemblies and tutor time activities New signage around the building 	JOH	<ul style="list-style-type: none"> Half termly student surveys

self esteem and aspiration	resilience and thoughtfulness		<ul style="list-style-type: none"> Lesson observation to see values in action Student feedback 		
	Implementation of BePART programme in conjunction with BSFC to develop personal skills and attributes.	This programme has been successful at BSFC and a version for secondary age students is now implemented at BPS. These skills are lacking in a large number of our students and impeding their ability to make good progress.	<ul style="list-style-type: none"> BPS staff to assist in delivery of programme Regular communication between BPS and BSFC to monitor programme and student response Student evaluation and feedback 	MEE	<ul style="list-style-type: none"> Annual BePART evaluation Half termly BePART feedback from students
	Extra-curricular programme to develop students' self confidence and wider skills.	Students have limited opportunities to access activities that broaden their skills and build confidence. The enrichment programme enables them to take part in extra-curricular activities and events.	<ul style="list-style-type: none"> Enrichment co-ordinator to oversee the programme 	MEE	<ul style="list-style-type: none"> Half termly evaluation of enrichment activities Annual review of programme
	High quality IAG and planning for post-16 progression through: <ul style="list-style-type: none"> Deployment of Achievement Mentor by pastoral teams Y10 tutor time pastoral strategy 	Students often lack ambition or aspiration and need support in developing these skills. They lack awareness of the opportunities available to them in the world of work or further education.	<ul style="list-style-type: none"> DHT/Achievement Mentor line management meetings Pastoral line management meetings 	MEE	<ul style="list-style-type: none"> Half termly reviews of CEIAG Half termly pastoral reviews
	Implementation of new recognition/rewards system linked to school's values	Recognition for students who demonstrate the school's values will reinforce their importance and boost students' self-esteem and confidence.	<ul style="list-style-type: none"> Monitoring of recognition and rewards through SIMS Student feedback 	WEK	<ul style="list-style-type: none"> Half termly pastoral reviews
	Y7 residential to Colomendy to build	Y7 students come from a large number of primary schools and this residential enables the students to bond as a year	<ul style="list-style-type: none"> Pastoral staff with experience of running the trip plan and lead the visit 	PKi	<ul style="list-style-type: none"> Annual review/evaluation of trip

	confidence and develop wider personal skills	team. Activities build confidence and resilience and provide leadership opportunities. (Outdoor Adventure Learning + 3 months)	<ul style="list-style-type: none"> • Student feedback used to improve the trip each year 		
	Free uniform, bag and equipment provided for Y7 students.	Students will be ready and equipped to learn. Positive routines and expectations are established, linked to life skills and future employability.	<ul style="list-style-type: none"> • Pastoral staff to oversee • All staff to monitor daily 	MEE/WEK	<ul style="list-style-type: none"> • Annual review
Total budgeted cost					£120,000

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Impact
Autumn Term 2017-2018

HT attendance document
Attendance Case Studies
Safeguarding Case Studies
Breakfast Club – Number attending. Case study
Impact of Careers – Student Case Study
Year 7 Colemendy – Numbers going
Staff and student feedback
Free Y7 transport – Pro, Parent and Student feedback/Case study
Free uniform – feedback on how we support disadvantaged families

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6. Review of expenditure				
Previous Academic Year		2016-17 Pupil Premium Allocation £ 359,040.00		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Approx. Cost
Improved attendance for disadvantaged students across all year groups	Team of dedicated pastoral staff focused on improving attendance.	<ul style="list-style-type: none"> Absence rates for the school's PP students are broadly in line with the national figure for PP students Whole school attendance is still below the national figure although there was an in-year increase of 0.2%. 	<ul style="list-style-type: none"> Improving attendance requires the relentless focus of a full team of specialist staff Attendance team roles and responsibilities refined further for 17/18 	£58,000
	Implementation of "cohort" approach to monitoring and improving attendance across all year groups.	<ul style="list-style-type: none"> In-year improvement in attendance of 0.2% "Red" cohort remains a significant challenge 		
	Dedicated safeguarding officer and ESW to focus on improving attendance for hard to reach and vulnerable students.	<ul style="list-style-type: none"> LAC attendance is 92.8% CP attendance is 87.6% EHCP attendance is 99.2% SEN Support attendance is 91.7% 	<ul style="list-style-type: none"> Crucial roles which focus on working with hard to reach and vulnerable students Roles and responsibilities refined for 17/18 	
	Daily breakfast club to encourage punctuality and improve attendance.	<ul style="list-style-type: none"> Daily attendance of between 60-100 students 	<ul style="list-style-type: none"> Valued provision which offers safe start to the day Strategy to be continued in 17/18 	£8,000

	Free transport for vulnerable Y7 students.	<ul style="list-style-type: none"> 21 PP students accessed the Y7 transport 17/21 achieved attendance of over 95% 	<ul style="list-style-type: none"> Very valuable strategy in terms of securing good attendance and punctuality for this cohort of students. To be continued in 17/18. 	£15,000
Improved rates of progress for disadvantaged students across all year groups	<u>Quality of teaching for all:</u>			
	Intervention in Y11 to secure effective preparation for final exams in English, Maths and Science	<ul style="list-style-type: none"> Strong attendance at intervention lessons 	<ul style="list-style-type: none"> Relatively low cost strategy which secures final revision for many students 	£4,200
	Effective Learning Programmes in place for all subjects to ensure successful development of skills, knowledge and understanding	<ul style="list-style-type: none"> Evidence of improved teacher planning and student progress, although inconsistencies still remain 	<ul style="list-style-type: none"> Planning for appropriate challenge is critical to maximise student progress Further CPD and support is required to refine and adapt LPs for all classes Students need to be clear about what they are learning each lesson – still inconsistent 	£5,000
	Support from WTSA to improve T&L in Maths, focussing on Questioning, AfL and mastery	<ul style="list-style-type: none"> Observations confirmed that T&L in maths is improving Impact of improved T&L on outcomes not yet evident 	<ul style="list-style-type: none"> Further CPD to support consistently good questioning and develop AfL skills is required Support from WTSA and other external partners to continue in order to secure improved outcomes Ark Mastery programme implemented to support T&L 	£3,000
	Implementation of Maths Trajectory Project in conjunction with BSFC to improve attainment and progress in GCSE Maths.	<ul style="list-style-type: none"> 5-year bespoke curriculum is now complete and fully resourced for KS4 but impact on outcomes not yet evident GCSE outcomes in maths below expectation - affected by staffing issues and other mitigating factors 	<ul style="list-style-type: none"> Quality resources are critical to support the implementation of the scheme Development of resources and full implementation across all years to continue 	£5,000

	Reduced class sizes in Y11 English and Maths to enable more focused teaching.	<ul style="list-style-type: none"> Staffing turbulence and considerable Y11 re-setting caused disruption in 2016/17 	<ul style="list-style-type: none"> New GCSEs require precise, targeted teaching Reduced class sizes to continue in 17/18 in Y11 English and Maths to enable more focused teaching 	£15,000
	Whole-school drive to develop and implement regular and effective marking and feedback to students in books.	<ul style="list-style-type: none"> External scrutiny confirms the improving quality of teacher marking and feedback Students value their feedback from teachers Consistency in quality of student response to feedback still not fully in place 	<ul style="list-style-type: none"> Low cost strategy that will lead to students making better progress over time Further CPD will support this in 17/18 	£5,000
	Half termly assessment and review of student progress across all subjects in KS4 (4 times per year in KS3).	<ul style="list-style-type: none"> Assessment and subsequent progress reviews enabled swift intervention for underperforming students 	<ul style="list-style-type: none"> Assessment schedule and progress reviews to continue in 17/18 	£15,000
	Whole-school drive to improve T&L and ensure effective Questioning and AfL in lessons.	<ul style="list-style-type: none"> Observations confirmed that T&L is improving though inconsistencies remain Impact of improved T&L on outcomes not yet evident across all subjects 	<ul style="list-style-type: none"> Further CPD to support consistently good questioning and develop AfL skills is required Sharing good practice within the school and support from external partners to continue 	£5,000
	Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed.	<ul style="list-style-type: none"> Excellent attendance at GCSE exams FTEs reducing, indicating improved behaviour and reduced disengagement Climate for learning is good – OFSTED report May 2017 	<ul style="list-style-type: none"> School context requires significant pastoral staffing to support learning Appointment of Achievement Mentor added to this capacity mid-year 	£150,000

	<u>Targeted support:</u>			
	Holiday classes and Saturday school for identified students at risk of underperforming in GCSE/BTEC subjects.	<ul style="list-style-type: none"> Attendance inconsistent across subject areas Not all targeted students engaged 	<ul style="list-style-type: none"> Review timetable for Saturday and holiday intervention to ensure successful attendance and engagement 	£20,000
	Intervention sessions at lunchtime and after school for students at risk of underperforming in GCSE/BTEC subjects.	<ul style="list-style-type: none"> Some sessions well attended but inconsistent across subjects/weeks 	<ul style="list-style-type: none"> Sharpen scheduling of weekly intervention Formalise intervention on student timetables Use Weds P5 for maths masterclasses 	
	Deployment of TAs to support SEN students in making maximum progress.	<ul style="list-style-type: none"> 2017 outcomes for SEN support and EHCP students are inconsistent across subject areas 	<ul style="list-style-type: none"> Proportion of SEN students requires the current TA staffing provision 	£23,000
Improved reading ages in KS3	<u>Quality of teaching for all:</u>			
	Accelerated Reader embedded in English curriculum and accessed by all students in KS3.	<ul style="list-style-type: none"> KS3 data confirmed good progress made in reading in the current Y9 (using Y8 data sets) 55% of students moved by 6 or more months in their reading age between mid-year 7 and end of year 8. 	<ul style="list-style-type: none"> Accelerated Reader to be continued for all students in KS3 	£4,000
	<u>Targeted support:</u>			

	Phonics provision in place for weakest readers in Y7 and Y8	<ul style="list-style-type: none"> Progress data confirmed (for 9 PP students that have comparative data) 55% of PP students made accelerated progress in reading, in English summative assessments they are now in line with the achievement on non-PP students of the same age. 	<ul style="list-style-type: none"> Good progress indicates that this provision is necessary and has impact. To be continued in 17/18 	£3,000
	TA support in English for lower ability readers		<ul style="list-style-type: none"> Proportion of lower ability readers in 17/18 requires the current TA staffing provision 	Included above
Improved writing skills in all year groups	<u>Quality of teaching for all:</u>			
	Development and implementation of 5-year spiral English curriculum to ensure successful acquisition of effective writing skills	<ul style="list-style-type: none"> 73% of year 10, PP cohort interventions made progress in writing between LP1 and LP6. 	<ul style="list-style-type: none"> New GCSE exam in English requires a 5-year programme to build over time Development of resources and full implementation across all years to continue 	Included above
	<u>Targeted support:</u>			
	Targeted intervention in English where underperformance in writing is identified e.g. small group tuition, after-school classes	<ul style="list-style-type: none"> See above. 	<ul style="list-style-type: none"> Intervention has impact To be continued in 17/18 	Included above

Improved numeracy skills in KS3	<u>Quality of teaching for all:</u>			
	Development and implementation of 5-year spiral Maths curriculum to ensure successful acquisition of effective numeracy skills in KS3	<ul style="list-style-type: none"> Evidence of stronger progress in KS3 e.g. 71% of Y7 students on target at the end of the year GCSE outcomes remain below national figures 	<ul style="list-style-type: none"> Quality resources are critical to support the implementation of the scheme Development of resources and full implementation across all years to continue ARK mastery programme to enhance maths provision in 17/18 	Included above
Greater proportion of higher ability students achieve high grades	<u>Quality of teaching for all:</u>			
	Half termly review of progress of most able students across all subjects in KS4 and 4 times per year in KS3.	<ul style="list-style-type: none"> Increase in the number of higher GCSE grades in some subject areas e.g, English, Geography, Chemistry but this was inconsistent Data for most able students in Years 7-10 shows stronger progress 	<ul style="list-style-type: none"> Most able students needs to remain a specific focus group to be tracked at every progress review 	Included above
	CPD for teaching staff to share effective strategies to stretch and challenge most able students across all subjects.		<ul style="list-style-type: none"> Further CPD required to ensure all teachers provide appropriately challenging learning opportunities for most able students External links required to confirm appropriate level of challenge is being provided 	Included above
	<u>Targeted support:</u>			
	Targeted intervention in all subjects where underperformance is identified – e.g. small group tuition, after-school classes, Raise a Grade challenge	<ul style="list-style-type: none"> Small-scale targeted intervention took place with some success Increased higher grades in English, Geography and Chemistry 	<ul style="list-style-type: none"> Weekly intervention to continue with timetabled sessions Formalise intervention on student timetables Use Weds P5 for maths masterclasses 	Included above

Students develop greater resilience, self esteem and aspiration	Implementation of BePART programme in conjunction with BSFC to develop personal skills and attributes.	<ul style="list-style-type: none"> All Y7 and Y8 students undertook the 6-week programme BPS staff trained in BePART programme to build staff capacity Positive student feedback on impact of programme 	<ul style="list-style-type: none"> New school vision and values launched around PART BePART programme to continue Whole-school approaches are needed for constant reinforcement of values 	£3,000
	Enrichment programme to develop students' self confidence and wider skills.	<ul style="list-style-type: none"> Wide range of clubs, activities and trips took place during the year 	<ul style="list-style-type: none"> Staffing needed to enable full range of enrichment activities – appointment of Achievement Mentor 	£10,000
	Y7 residential to Colomendy to build confidence and develop wider personal skills	<ul style="list-style-type: none"> 90 Y7 students undertook the residential 40-50 Y7 students attended summer school Very positive staff and student feedback Y7 attendance and progress data confirms a successful start to secondary school 	<ul style="list-style-type: none"> Colomendy residential to continue Review funding for summer school 	£2,000
	Summer school for Y6-7 to build confidence and ease transition.			£8,000
	Free uniform, bag and equipment provided for Y7 students.	<ul style="list-style-type: none"> Students are ready to learn each day No learning time is wasted addressing issues in lesson time Students are able to work outside of school with the correct books and equipment – leading to independent learning Improved homework completion rates 	<ul style="list-style-type: none"> Strategy to continue for 17/18 	£10,000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
The overwhelming majority (78%) of the school's NOR are/have been eligible for free school meals at any time during the past six years. Many of the strategies above are therefore whole-school approaches which are identified to ensure long-term, sustainable support for disadvantaged students.

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Appendix 1

Quality of teaching for all

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Appendix 2

ii. Targeted support

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Appendix 3

Other approaches

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